

# CAMPING MAGAZINE

Camping—A Force  
For Peace

Filmstrips For  
Camp Promotion

Overnights For  
Day Campers

**MARCH 1957**

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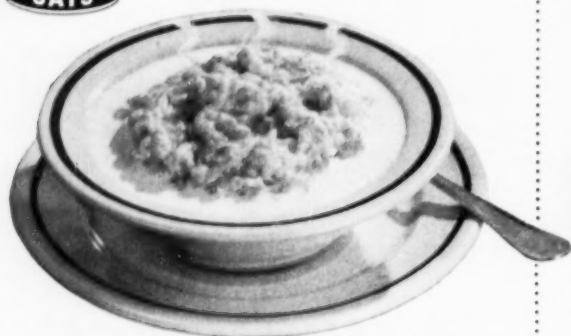
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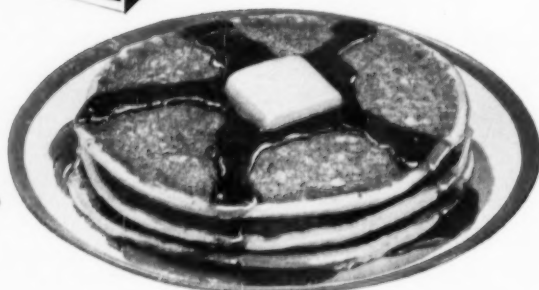
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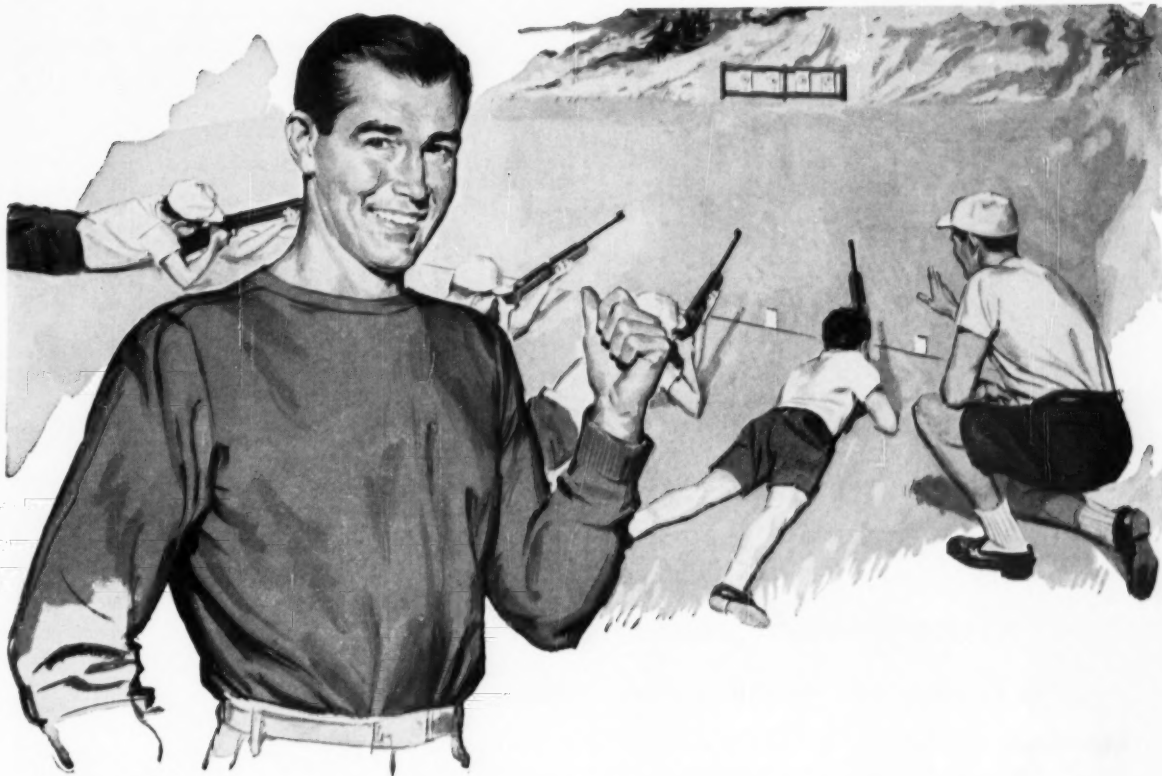
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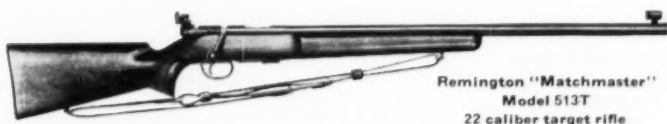
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Rifle Promotion Section, Dept. C  
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Address

City  State



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Camping Magazine, March, 1957





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# Better Leaders Mean Better Camping

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## AMERICAN CAMPING ASSOCIATION

Bradford Woods

Martinsville, Ind.

**YES, please enroll the following as members of ACA**

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Camp .....  
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City and State .....

Name .....  
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City and State .....  
Amount enclosed: ☐ \$3.00 Student ☐ \$6.00 Individual

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# CAMPING MAGAZINE

March 1957

## This Month's Features

- COVER: President Ted Cavins, now completing his term of office, shown during one of the highlights of his tenure—dedication of new ACA headquarters at Bradford Woods.  
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The contents of Camping Magazine are indexed in The Education Index, and available on microfilm from University Microfilms.

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New York 13

## letters from readers

### Majority vs. Minority

The fine article "Camper Centered Program" by Mr. Cohn in the January issue, has, from our experience, one serious omission.

He says that "a majority vote decides the issue and minority members participate in the activity." Under this system some youngsters find themselves out-voted regularly and must tag along.

We feel that it is just as important for the majority to learn to respect the wishes of the minority. Consequently, we usually have the minority agree to participate in the activity chosen by a majority vote and later in the day the majority participates in the activity desired by the minority.

We feel that any system that ignores or constantly over-rides the wishes of a minority group, fosters a poor climate for democratic growth.

Barry G. Lowes  
Camp New Moon  
Baysville, Ont.

### The Standards Story

Are we as members of the American Camping Association telling the big story of the implementation of Standards? It is a fantastic but indeed a factual story as evidenced by the listing of approved camps in the new ACA Directory. The job of visiting camps for approval was done almost entirely by volunteers—camp directors and other professional people dedicated to better camping for all.

I like to believe that the beautiful engraved walnut log over the fireplace in the library in the new home of ACA at Bradford Woods—which proclaims "Better Camping for All"—is significant of the gigantic job which Section Standards Committees have accomplished with the inspired leadership of Stan Michaels and the ACA Standards Committee.

And now as we go into the big job of implementing Standards in

Camping Magazine, March, 1957





Day Camps, let's get on the bandwagon. As members of ACA let us each one tell the Standards story so that parents and communities everywhere will know that a real milestone in the history of camping has been attained.

*Ada Y. Hicks*  
Hull House Association  
Waukegan, Ill.

#### Sugar and Spice?

Enjoyed the article on "Counselor-Camper Relationships" very much. It seems, though, that the authors have forgotten that girls can be as much trouble as boys!

Hope to see more of these articles; there is a great need of better understanding in this field.

*John Eichacher*  
Elmhurst College  
Elmhurst, Ill.

#### Camping's No. 1 Problem

I feel that Dr. Arthur W. Selverstone's appraisal of the counselor situation (*Jan. 1957, page 38*) is accurate, but falls short in recommended solution. All recruiting steps outlined will not appreciably change the picture, including the "hard sell" or how a counselor benefits, unless there is a realistic appraisal of salary standards.

In the past five years, enrollment in schools of education and schools of social work have barely held their own or have shown decreases at a time when more teachers, more social workers, more recreation workers are needed to keep up with demand for services. This, I suspect, is due to generally low salaries offered in fields that traditionally required some self-sacrifice and salary was partially measured in personal satisfaction. Unfortunately, a family cannot subsist on personal satisfaction.

This practice holds true for the potential camp counselor. Many more college students that apply are interested in camping, but when they learn of the salaries being

Camping Magazine, March, 1957

## BROWNLEE Sectional LOG CAMP BUILDINGS

*Easy to Erect,  
Saving Labor Cost*

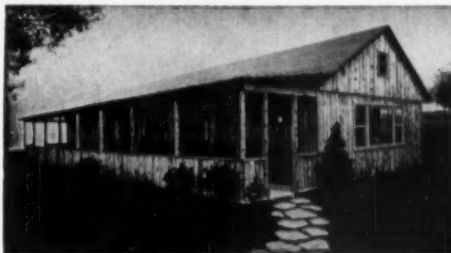
Shipped in sections, with doors and windows installed; easy to erect. White cedar logs, pre-treated. Impervious to moisture. Termite resistant. Factory caulked . . . windproof. Kiln-dried splines. Send for catalog showing a variety of lodges.

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It's a program your campers will welcome, because, traditionally, boys and girls have found rifle shooting to be a thrilling, stimulating sport. And best of all, only a small investment is required to set up and equip a SAFE rifle range.

Every year, more and more summer camps feature the popular shooting program sponsored by THE NATIONAL RIFLE ASSOCIATION. It is a complete program, which includes range construction plans, instructor placement service, instruction manuals and camper handbooks, **plus** an all-summer program of rifle shooting\* to delight all campers.

The cost? Only \$5.00 for your NRA charter entitling your camp to all these and many other membership benefits and services.

Truly, a rifle program properly conducted, will delight campers and boost your enrollments, too. And right now is the time to get started.

**CLIP AND MAIL THE COUPON TODAY**

#### \*CHOICE OF 3 PROGRAMS

1. **.22 Rifle Program:**  
Rifles: Any .22 rim-fire rifle. Range 50 ft. Targets: Official NRA 50 ft.
2. **Pneumatic or CO<sub>2</sub> Rifle Program:**  
Rifles: Any pneumatic or gas-powered air rifle. Range 25 ft. Targets: Official NRA 25 ft.
3. **Spring Type Rifle Program:**  
Rifles: Any spring powered air rifles (BB Guns). Range 15 ft. Targets: Official NRA 15 ft.

NATIONAL RIFLE ASSOCIATION  
1601 RHODE ISLAND AVE. N.W.  
WASHINGTON 6, D. C.

CAMP  
SECTION

Gentlemen:

☐ We enclose check of \$5.00, for which please send our 1957 Summer Camp Charter and details about the complete NRA shooting program.

☐ We would like additional information.

Send to:

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Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_

Camp Name \_\_\_\_\_

Camp Address \_\_\_\_\_

## Control your Camp activities with **BIG VOICE PORTAPAGE**



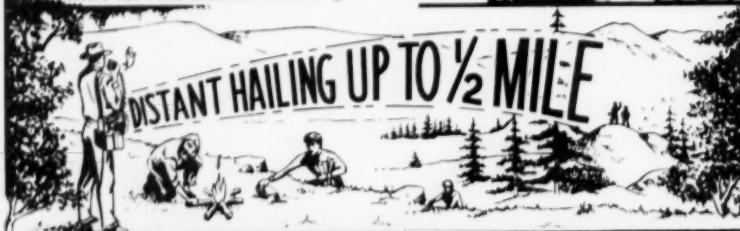
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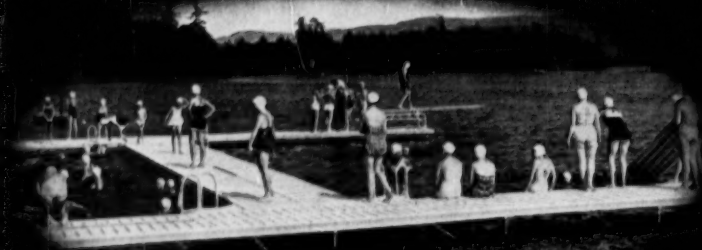
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microphone is  
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## letters

offered, they seek more lucrative positions. The economics of the situations are easily defined. For many students who cannot earn sufficient money to pay for tuition and books for a school year, camp counseling will only remain a dream from which no one benefits.

A realistic appraisal of counselor salaries is needed to help solve a problem that is of our own making.

Sam Marcus  
Fresh Air Society  
Detroit, Mich.

### Ideas Put to Use

You may recall attending a meeting last year of the Capitol Section of ACA. Your talk (on "Telling Your Camp Story Through Printing") was so very helpful; here is the practical application of an idea you gave me. I thought you'd be interested; many thanks for a wonderful idea.

Betty Seward Smith  
Jarvis School Bureau  
Washington, D. C.

Editor Howard Galloway's talk on how camp directors can make better use of printed materials has been given before a number of ACA Sections. Correspondence is invited from other Sections which wish to consider scheduling it.—Ed.

### Comments on Cover

Re the cover on the January issue of CAMPING MAGAZINE:

Why must the leader always have all the fun?

Betty Gene Alley  
Girl Scouts of the USA  
New York, N. Y.

Sometimes a longer arm is needed to catch those slippery minnows.—Ed.

### Poison Sumac Problem

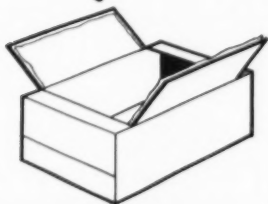
Our agency is very much concerned with its problem with poison sumac at Camp Tamarack. We would be interested in knowing if any camp has had positive experience in controlling and removing this plant. All information in this area will be appreciated.

Fresh Air Society  
9999 Broadstreet  
Detroit 4, Mich.

Camping Magazine, March, 1957



*Having a swell time, Mom—You oughta see me eat*



**Look!** The KEL-BOWL-PAK (it's a package and a bowl) saves time serving—and there are no bowls to wash. Just the dish for mess halls and camping out!

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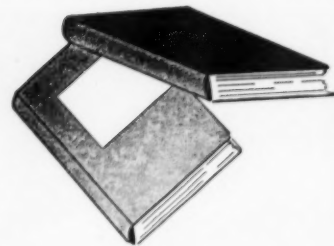
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Box 995

Lake Wales, Florida



### Counselor in Training Course Program Aide Course

PUBLISHER: Camp Fire Girls, Inc.,  
450 Avenue of the Americas,  
New York 11.

REVIEWER: Mrs. Paul Hunsicker,  
Camp Arbutus.

Counselor-in-Training Course is an excellent outline for a two year course of instruction and practical experience for girls 16-18 years of age.

It is clearly meant to be used for potential counselors and not as a method for keeping older girls in camp. The course is intended to provide a real training experience as preparation for camp counseling and the material can be valuable to any resident camp. To avoid the errors of haphazard C.I.T. programs, study this excellent 60¢ booklet.

Program Aide Course is a planned and supervised two year course for girls 16-17. The material is similar to the Counselor-in-Training Course, but its use is limited to small camps operating for short terms.

Both books have excellent bibliographies for leaders of girls in camps of all kinds.

### Design For Outdoor Education

AUTHORS: Edwin L. Friet and Del G. Peterson

PUBLISHER: P. S. Printers, Inc., 128  
So. 2nd Ave., Yakima, Wash.  
1956. \$1.50.

REVIEWER: Barbara Ellen Joy.

This 34-page manual describes the school camping project of the Highline Schools of Seattle. From a small beginning the idea has developed to the point where during the 1955-56 school year all sixth grade classes in the system spent one week at camp with their regular teacher.

The two authors, principals in  
Camping Magazine, March, 1957





# CAMP

## EQUIPMENT

## FURNISHINGS • SUPPLIES

glassware—dishes—cutlery—bedding  
—kitchen utensils—ranges—potato  
peeler—mixing bowls—rubber matting  
—waffle irons—coffee urns—food  
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## books for better camping

elementary schools in the Highline Schools, have had excellent training in education, and considerable experience with the outdoor education movement. The material covered is concise, practical and should be of help to those who wish to start in this field, or for a check for those already working in it.

### Play Or Sing Series

PUBLISHER: Edwin H. Morris & Co., Inc. 35 W. 51st St., New York 19. 1956, \$1.50 each book.

Here is an innovation in the field of music education. The "Play Or Sing" series includes records of rhythm section accompaniments, along with instrumental or vocal books. Participants are, in this way, given an opportunity to play or sing along with well-know popular music combinations.

The series is put together very well and could be used in camp as a basis for entertainment, parties and recreational activities.

### The Omnibus of Fun

AUTHORS: Helen and Larry Eisenberg.

PUBLISHER: Association Press, 291 Broadway, New York 7. 1956, \$7.95.

REVIEWER: Catherine T. Hammett, Derrybrook Camp.

The Omnibus of Fun lives up to its name of "omnibus." It's 625 pages are full of help for camp leaders as well as for the general recreation leader to whom the book is addressed. This reviewer was not able to read the book in its entirety, but used it as most camp leaders would, as a quick reference. Fifteen or so references were made by means of the index and the detailed table of contents; help was discovered for all of the questions, from hikes to quiet games, from nature crafts to

Camping Magazine, March, 1957

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## books

rainy day fun, from game leader-  
ship to teenage activities. This is a  
book that should fill a useful spot  
in the camp counselor's library.

The authors, who are well-known  
recreation leaders, have compiled  
their wealth of "know-how" and in-  
formation into this colossal volume.  
Camping's own Reynold Carlson  
has contributed some of the sec-  
tions on nature activities.

### Canoeing

AUTHOR: Carle W. Handel.

PUBLISHER: A. S. Barnes & Co.,  
232 Madison Ave., New York  
16. 1956, \$1.75.

REVIEWER: Wes H. Klusmann, Na-  
tional Director of Camping, Boy  
Scouts of America.

Here is an unusual manual that  
combines the romance of wilder-  
ness places with technical skills; it  
is packed with clear-cut under-  
standable instructions backed by  
reasonable explanations.

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crafts afloat" . . . "Its use is for all"  
. . . "Almost anyone can become  
efficient in its use" . . . these state-  
ments are given eloquent support.

Carle Handel has generously  
given of his experience that has  
been drawn from personal associa-  
tion with many expert guides on  
the canoe trails. In this book he  
portrays a canoe in a most interest-  
ing manner. It not only becomes a  
part of you, but you and the canoe  
become a part of the environment  
which ranges all the way from bay-  
side in a resort town to dangerous  
churning rapids in the lone wilder-  
ness of the north country. You are  
introduced to the mysteries of  
woodlore, how the minnows indi-  
cate the channel of the river, the  
interpretive meaningful messages to  
be read in the clouds, the smoke  
from the campfires, the notch in the  
skyline, and the winds in the tree-  
tops.

Here is one of the finest guides  
to canoeing that we know and, in  
the words of Winnabashoo, it will  
"whisper to you of faraway places,"  
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available *free* (except for return postage) on short-term loan. If yours is a large camp, an arrangement for keeping a print longer may be possible. Tell us your requirements.

Before adopting the program you may want to write a note to mothers explaining the need for menstrual instruction. The time to do this is when camp enrollments are made.

The booklet "You're A Young Lady Now" also helps prepare the pre-teen for menstruation, giving her a sound, wholesome explanation in simple terms directed to girls 9 to 12. Illustrated, easy-reading, this booklet has answered millions of young girls' "growing-up" questions. It may be ordered in quantity so that each girl has her own copy.

This entire program, or any part of it, is available to you without charge from Kimberly-Clark Corporation, the makers of Kotex sanitary napkins.

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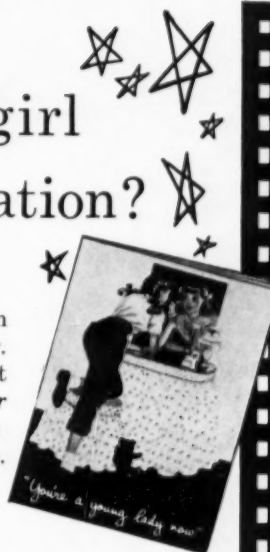
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Camping Magazine, March, 1957



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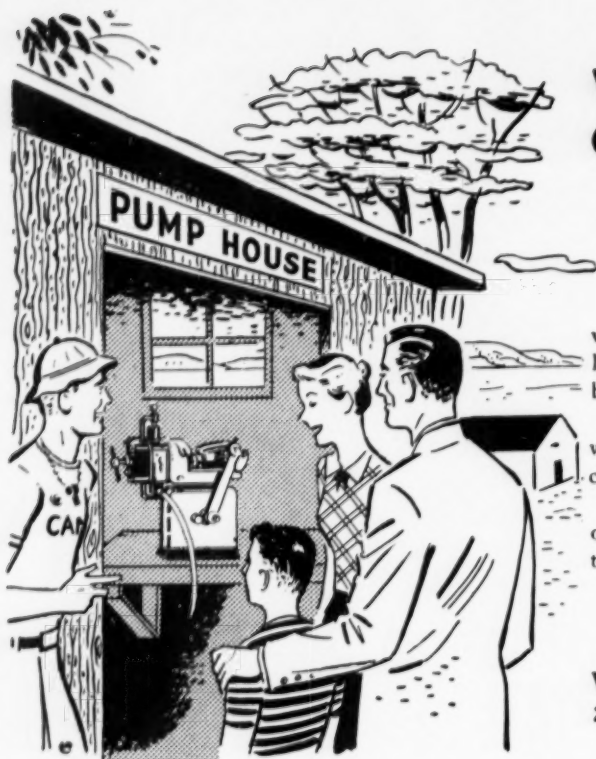
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# Camping

## A Force For Peace

By Frederick H. Lewis

**N**O RESPONSIBLE CITIZEN can be unaware of the serious disagreement among some of us over the proper methods to deal with communism both abroad and within our own country. To my personal way of thinking the disagreement goes deeper than the choice of methods . . . it involves a lack of unanimity over the nature and basis of freedom itself. Here it is that camping has made a notable contribution to the strength of America, and can in the future make an increasingly important contribution.

I would like to suggest five concepts basic to our American philosophy of life: (1) respect for individuality, (2) concern for justice, (3) freedom of expression, (4) freedom of worship, and (5) freedom of enterprise.

These concepts are the *real* weapons against communism compared to which the negative weapons of hate and fear are not only futile but in their viciousness are actually self-destroying.

I will try to show as concretely as I can how these five concepts for which your camp assumes full responsibility for one-sixth of a child's year apply to a particular camp.

### Individuality

Let's take number one—respect for individuality. If that term is a bit fuzzy in your mind, or tired, let me ask you what your usual reaction is to some specific situations that come up at camp:

A camper comes to you to tell you he is interested in a particular project or perhaps to explain something worrying him. Do you listen attentively or do you give him a mechanical "yes, yes" and brush him off?

A counselor has a suggestion he thinks will improve the camp. Do you make him feel the suggestion will be considered and is appreciated or do you give him the impression that you don't consider his ideas important?

Some campers are conversing within earshot of you and one of them is bragging about his family's wealth, or making slurs about people of a different race or religion. Do you take the trouble to join the group and re-direct the thinking or do you simply ignore it? Is this as important to you as the condition of lines on the tennis court?

What is the status of the cook, the kitchenman, the handyman, the dishwasher in your camp? Are these people for example invited to camp entertainments

and made to feel completely welcome as members of the camp community or are they just "the help," with no more human dignity than the kitchen stove?

I do not argue that everyone must be treated exactly alike. That just wouldn't be human. You can't help liking some people more than you do others. But in dealing with other adults, even in anger, respect for individuality demands a certain basic level of deference below which we should never permit ourselves to descend—a level determined by the value we Americans have placed on human personality.

This deference is even more important in dealing with children—particularly those who are the least attractive, for they need it most. One of the most encouraging developments in camping recently has been the tremendous increase in camping for the handicapped, not just in camps of their own but together with able-bodied children. This is respect for individuality. We continue to move toward full acceptance of campers and staff without reference to racial background. This too is respect for individuality. The principle of small-group camping is becoming ever more firmly established. The mass activity camp is on the way out. This is respect for individuality.

Campers are not a means to an end. They are not a source of camp tuition, a justification for raising money. They *are* the end . . . and it is at this point that our way of life differs so sharply from that of the Kremlin, to whom people are mere conveniences—or inconveniences . . . which brings us directly to our second basic principle:

### Concern for Justice

Concern for justice. Probably the most potent influence on the development of this sense is the example of elders. The level of fairness of camp directors and counselors is constantly on view in their daily life at camp. There are times when they are frequently put in the position of judges or adjudicators and both their decisions and the manner of reaching these decisions exert a strong influence on the attitudes of their campers.

One of the first acts of justice the pre-school child learns is that of taking turns in games or in the use of equipment. This, too, is for him the beginning of a sense of kindness. The 10-year-old who blows pepper in faces of other campers or bullies a weaker child is

regarded as unkind, and in the ordinary course of events the rest of the group administers a kind of justice socially or even physically. In a child's terms perhaps we are really talking about kindness, since kindness and justice go hand in hand in the youthful mind.

One bane of a camp director's life, and a difficult thing to cope with, is the spread of rumors—usually a sign of low morale in a camp and an indication that there is not enough content or creativity in the program. Idle minds are given to idle talk and in that abhorrent social vacuum young minds and youthful values become twisted. Snarled emotions replace positive thinking and justice is not there.

It is our task, yours and mine, to build a next generation of Americans who understand that our society is governed by just law whose effectiveness is guaranteed not by the size and strength of law enforcement agencies but by a body of citizens whose millions of daily voluntary decisions are determined by a sense of fair play and concern for the spirit as well as the letter of the laws of the land.

Surely at this point our way of life departs basically from that of the enemies of democracy whose cruelty and injustice we would do well not to imitate.

#### **Free Expression**

No thoughtful American needs to be reminded that the right of free expression dearly bought and paid for by our forefathers; nor should he need reminding that we will continue to possess that right only so long as we have the will and courage to fight for it.

Here again camping enters the picture. You don't have to encourage some of your campers to speak out. To them it just comes naturally, whether they have anything to say or not. But in your camp you will always have many children who express little, either because they don't know how or because they are afraid. If, in school or family or elsewhere before they came to your camp, they have not developed the skill or summoned the courage for self-expression, this might well be the best chance they would ever have to do so.

As he is in so many respects at camp, the individual counselor is the key person involved . . . for it is in the informal discussions at bedtime, on an overnight around the campfire, that the camper is most apt to express freely, if at all, what he has on his mind. The reflective counselor will give thought ahead of time to such occasions, knowing that these are the natural and relaxed times when a child is most ready to reveal his innermost feelings, most willing to struggle with ideas that are too big for him to handle alone.

#### **Freedom of Worship**

Camping has played a strengthening and unifying role in preserving the spiritual values which hold us together as Americans. Over a period of nearly 30 years that I have been in camping, I have never visited a camp, privately owned or organization-sponsored, that did not provide for the various faiths represented opportunity for formal worship.

When I conducted my own camp, parents sometimes would admit that they had sort of neglected

religious training in their homes and were happy that their children were going to church during the summer. No one who is sensitive to spiritual values, whether a member of an organized church or not, would underestimate the worship possibilities throughout the entire camp program, seven days a week, in a natural setting such as is enjoyed by most camps. Whatever one's particular conception of God, the intricacy and beauty of creation tells a story whose meaning is our common possession. Certainly, no church organization need ever fear but that the common experience of God, expressed tangibly, beautifully, through the open face of Nature will strengthen the articles of his personal and particular faith.

#### **Free Enterprise**

Many people are surprised and perhaps even perplexed to learn that much time, energy, and millions of dollars are being spent today in this country on selling the idea of free enterprise to Americans. Surely none of it need be spent on such rugged individualists, such ardent free enterprisers as camping people.

Now where can camping contribute to this facet of freedom? As small business—and I include the agency camps along with the private camps—we have demonstrated that we can paddle our own canoes, that we can survive in a competitive society. By our adoption of ACA standards procedures, we have demonstrated that we don't need governmental regulation. Is this all that is needed if we are to fulfill our obligation to the cause of preserving free enterprise?

There are a number of ways in which the camp experience of a child can be planned so as to increase understanding and respect for our free enterprise system. Here is one example in an area that has been generally neglected by camps.

In a country where most of the resources are owned not by that state but by the people (as individuals or as shareholders in a corporation,) there is free opportunity to use those resources. There is also free opportunity to waste them. Visitors to our country are shocked at the profligate way in which we Americans have squandered and despoiled our natural resources. If we would not have the state step in to preserve our heritage for future generations, we must do it ourselves.

Other agencies that affect a child's life can teach him part of the conservation story, the role of the consumer. But not until he is shown the forest, the fields, the rivers where the process of production goes on, shown the sources of national well-being, the measures being taken to guard our resources, does he become a conservationist with conviction.

The ACA handbook on conservation is full of practical ways in which to make conservation live for your campers. It is an obligation we should not duck if we are to expect the privileges, the rewards, and the continuance of free enterprise.

The task of building freedom is, for a time, ours . . . until we pass it on to those who come after us, those whose faith and courage and sense of responsibility tomorrow, are being fashioned by you and me today.

—Mr. Lewis is director of the New York Herald Tribune Fresh Air Fund.

# Overnights For Day Campers

**D**AY CAMPING is a program established primarily on a day-time basis. But it can well include an occasional overnight.

During the past years we have witnessed a noticeable trend in the day camping movement toward country camp sites with increasing emphasis toward emergence of day camping as a true camping experience. It is now timely to suggest that we consider extending the scope and extent of the out-of-door, day camping program as it relates to overnight camp-outs. At this time we might well ask ourselves what are some of the underlying objectives for including overnight camping as part of the day camp program? And, how may overnight camp-outs become an integral part of the over-all day camp program?

In attempting to develop a philosophy and an approach to overnight camp-outs for day camps, the writer will draw upon his experiences as Executive Director of the two country day camp sites of the Henry Kaufmann Campgrounds, —a multi-agency operation which consists of two 75-acre tracts of woodland, hills, fields, ponds and streams with facilities and equipment especially constructed for day camping.

## Unlimited Possibilities

Frequently, I am asked by parents and practitioners "Why overnights in day camp?" I firmly believe that overnights should be an outgrowth of the *day time* activities with the opportunity to apply, on an extended basis, in an intimate group-living situation, some of the newly acquired out-of-door skills. Properly planned and administered, overnights offer unlimited possibilities for democratic group living and the sharing and interchange of experiences. How-



photo—Camp Fire Girls

ever, as we well know, not all day campers are emotionally ready nor physically equipped to live comfortably in the woods. Nor must all day campers necessarily experience an overnight camp-out as part of their day-camp program.

For a small group of campers to develop their own camping area or "home in the woods" on an extended basis, such as for an overnight camp-out, requires a homogeneous group of campers supported by a genuinely interested and enthusiastic counselor, who is amply equipped with the knowledge of living simply and primitively out-of-doors.

In general, groups planning an overnight camp-out, or a full-day trip in the woods, should know how to cook out-of-doors, build fires and fashion a variety of cooking gadgets. The group must be willing and able to spend some of its time in the routine housekeeping functions of clean-up, scrubbing pots, pans and utensils and collect-

ing wood for fires; its members must know how to keep perishable foods cool without the assistance of a 20th century refrigerator.

They must be able to wash and keep themselves clean without turning on a faucet of water. And, above all, the group must know how to bed down properly for the night—how to set up a comfortable bed-roll, the most desirable way of keeping their sleeping bags dry, and how to protect themselves against the dampness of the ground, mosquitos and other insects. And campers should fully understand the reasons for going to bed early, around 9:00 p.m., and the need to rise at approximately 7:00 a.m. the next morning.

I have had the occasion to witness in day camps in and around New York and New Jersey some overnight camp-outs which were planned and scheduled by day camp personnel, months in advance, without any reason or purpose, and without any consideration of the state of readiness of the campers. How a day camp director can schedule an overnight sometime in March or April for, let us say, Wednesday, July 25, when he or she does not know who their campers will be, is difficult for me to comprehend. Overnights thus scheduled too often tend to structure the group's activities without permitting programming to grow naturally out of day-to-day interests, needs and experiences of campers and counselors.

I have also observed many overnight camp-outs where little, if any, real camping or group planning in out-of-door living were experienced by the campers. Under the rationale of a one night stand, the campers would stay up late, (with the full consent of the counselors who reason that "we'll tire them out so

they'll eventually fall asleep.") carry on well into the night, and rise early the next morning with the net result that neither campers nor counselors are in any condition to continue their activities the next day.

I recall the sad experience of one overnight group where campers and counselors were almost literally bitten to death by bugs, mosquitos and ants to the point where they required medical treatment by their physician. They stayed up all night "horsing around and yelling" so that the next morning they were so tired, so bitten and so hungry that they were taken to a Chinese restaurant for a "decent meal" and then transported home by cabs to rest in bed. All this, of course, is contrary to good camping—whether it be resident or day camping.

Administrators of day camps, especially those with country sites and facilities where overnight camping is increasingly becoming part of the day camp program, particularly for teen-agers, need to clarify their policies with regard to overnight camp-outs.

If day-camp overnights are steadily taking on many of the features of resident, week-end and trip camping, and becoming increasingly an integral part of the day camp program, particularly with the growing trend to serve teen-agers, then it behooves us to best plan our staff, budget and operational structure accordingly.

I believe there is an intelligent course for day camps to follow with regard to overnight camping. An occasional overnight, as groups reach the proper state of readiness is a good guiding rule to adopt. Otherwise, day camps may in disappointment abandon entirely the occasional overnight, because of some negative experiences encountered by inexperienced counselors and/or unprepared campers. Properly conceived and carried out, day-camp overnights can be thrilling adventures to linger in the memories of campers for years to come.

—Mr. Melamed is executive director of Henry Kaufman Campgrounds, Inc., Agency, Fed. of Jewish Philanthropies, N. Y.

## benefits of

# Using Couples As Counselors

By John H. Dreasen

Most all of us have had a sharp increase in the number of young campers in our camps. Whatever your minimum age is, it wouldn't surprise me that campers as young as five years old appeared at your camps as they did at our camps. That brings me to the question of couples as counselors.

But you have them, and what do you do when they're there? We went through one or two disturbing seasons. We started off with an all-male staff, and that didn't work out. The average male counselor doesn't have much sympathy with a youngster who can't hike, can't swing a bat, and things like that. We also tried an all-female staff, and that had a number of advantages. Then we tried the idea of the couple, with the wife as a counselor. It's rather an extension of the family situation.

We all know that in a small family problems don't arise just when pop is home, or if they do arise, pop takes care of them. And so in the camp situation we found that where we've had a couple, the man will perhaps take on some of the responsibilities or do some of the things that pop does in the small family. We don't use the men just as handymen to do the heavy work and so forth, but as the father in the camp picture.

We've extended use of couples and female counselors to boys as old as 10 in our units. We find that the personal needs of campers are more likely to be met with that kind of leadership; that is, personal cleanliness, eating at the tables, bathing, care of cottages.

We've found there have

been many benefits from using couples as counselors. The husband, for example, may be a swimming counselor, a unit leader, or a chauffeur. The wife may be a clerk, swimming counselor, dietician, or work in the kitchen. By using couples we've gotten a much more mature type of leadership.

And then, as we all know, there are not too many camp opportunities for couples. Perhaps you can get better leadership, per dollar, if you are able to use couples in your camp program.

In using couples we have found several things highly important. First, there must be joint quarters, and they must be comfortable quarters. It is desirable if the couple and quarters are slightly removed from the youngsters they serve. We've also found that it is desirable to have at least two couples, so that you have the companionship of one couple with another.

As to the sources, our best source, has been through advertisements. Strangely enough, if you go to the placement bureau of the local colleges, you get very little response. If you put an ad in the paper, you get a dozen responses from students who are in the colleges of the very placement bureaus you've contacted. Another good source is one couple recommending another. Generally, if the couple doing the recommending has been satisfactory, your chances of the second couple being satisfactory are quite assured.

—Mr. Dreasen is affiliated with the Children's Aid Society, New York.





# OSTELING

## its place in your camp program

By Frank W. Harris

**M**ANY CAMPS such as the Pioneer Youth Camp, Camp Lehman, Camp Three Arrows, the YWCA Quannacut Camp, the Girl Scout Camps Brady and Andress, and Echo Lake Camp have initiated various types of hosteling trips as part of their camp activities in the past few years. In addition to these resident camps, day camps have also made use of youth hostels for overnight trips. Older day campers (from 10 to 15 years of age) are reported to have signed up again

the succeeding year primarily because of the repeated inclusion of hosteling trips.

How, then, can one plan hosteling trips as an adjunct to the tripping program? The first step is to contact the national headquarters of the American Youth Hostels, Inc., at 14 West 8th St., New York 11, and ascertain whether there is an active AYH Council in your area which can assist you in planning. At the same time, inquire as to the location of youth hostels in your camp's vicinity. It

is possible to make effective use of hostels as far removed from the camp as four to five hundred miles, although in most cases the maximum distance should be kept within 150 miles.

### Two Types of Trips

Two types of hosteling trips lend themselves to camp programming—namely biking and hiking. The length of a trip may vary from a single overnight to two, three or more weeks. Naturally the longer the trip, the greater the distance



photo—R. J. Richter

**"Hosteling trips in the camp set-up will have greater meaning if campers are involved from the outset in planning for the trips."**

covered and the more impact the experience will have upon the trippers.

It is recommended, whether planning for bicycling or hiking, that campers be introduced gradually to this mode of travel. This may be done through a planned schedule of trips of shorter duration gradually working up to the single overnight and longer trip. This preliminary preparation is particularly important for bicycling trips. In reference to cycling, it is also helpful, and adds to the camper's feeling of accomplishment, if definite riding standards are established which have to be met before he is eligible to make a trip. Such standards would be comparable to present requirements for canoeing. Hosteling trips in the camp set-up will have greater meaning if campers are involved from the outset in planning for the trips. During pre-trip planning sessions, campers and counselors can go over alternatives as to destinations, routes to be traveled, equipment needed, points of interest along the way, and the many other questions that arise as eager heads get together.

It is suggested groups be limited to about 10 members, including counselors. Experience of American Youth Hostels shows that smaller groups derive greater satisfactions from increased opportunity to share in common tasks and fun and the personal friendships that result.

**What's the Cost?**

At this point it is likely that the camp director or owner is asking, "How much will it cost to

include such trips?" Hosteling trips are essentially inexpensive. First, in order to make use of youth hostels a camp must purchase an AYH Youth Organization Pass, costing \$5 for the year. This pass is good for eight campers and two counselors at any one time. Included with the pass is an AYH Handbook containing a complete listing of all hostel facilities in the United States, together with hosteling hints.

Expenses for a hosteling trip run 50c per night per tripper under the age of 21 (75c per night per leader over the age of 21.) This is the fee paid to the house-parents at the youth hostel. If the group is purchasing its food locally and is not being supplied from the camp commissary, the budget for three meals should be about \$1.50. Thus the total cost per day per person is \$2.00 aside from personal pocket money spent while traveling.

Equipment for hosteling trips is also an inexpensive matter. Since the hostel provides the bed, mattress and blankets, the tripper need only carry what is known as a sheet sleeping sack. The hostel also provides a stove and pots and pans. Trippers must provide their own plates, cups and knives, forks and spoons. For the average hiking or biking expedition, used Army musette bags serve handily for carrying the above equipment as well as socks, underclothes, swim suit and toilet articles.

If cycling is contemplated, shops where a camp may rent lightweight bicycles for hosteling trips are few and far between. It is far wiser to make an initial purchase of bicycles.

The investment is surprisingly little and with a little care and proper maintenance, the bicycles are good for a number of seasons.

**Hiking Trips**

The least expensive trip that may be planned is a hiking trip. General camp practice when using youth hostels for hiking trips is to transport the children directly to the hostel selected. There the group is on its own, traveling about on foot and using the hostel as a base of operations each day, depending upon the number of days for which the trip is planned.

It is important to remember that in these hiking trips campers do not have to carry a heavy pack with all their gear and their food. The daily pack includes only lunch and swim suit. Other gear is left behind at the hostel. And even on a biking trip, where the group generally does not return to the hostel but proceeds to the next one if the trip is for more than one overnight, or to a rendezvous point with their truck transportation if it is for a single overnight, the cyclist is not heavily laden with equipment since the heavy items are supplied by the hostel.

**Where are Hostels?**

There are youth hostels in Connecticut, Massachusetts, New Hampshire, Rhode Island, Vermont, Maryland, Virginia, New Jersey, New York, Pennsylvania, Illinois, Indiana, Kentucky, Michigan, Minnesota, Missouri, Ohio, Wisconsin, California, Oregon and Washington.

The American Youth Hostels organization is prepared to work closely with private and agency resident and day camps in the development of hosteling programs. Its Councils provide consultant service and special training courses for leaders, often supply experienced hostel trip leaders interested in summer counselor positions, advice on equipment and bicycles, and hosteling literature. Contact AYH for information on how you can incorporate hosteling in your camp program today.

Mr. Harris is Executive Director of the Metropolitan New York Council, American Youth Hostels, Inc.

**Camping Magazine, March, 1957**

some

current

developments in

*Editor's Note —*

*The editors remind Camping Magazine readers that the entire field of herbicide control of vegetative growth is still in its developmental stage. In many instances, specific chemicals, dosages and effects cannot be accurately predicted. For this reason, each pro-*

*blems should be analyzed and specific suggestions made by qualified persons. However, a great deal of fine work is being done in this field and camp directors with such problems will be interested in reading the following article prepared by one of the firms specializing in control of algae and water weeds.*

## Algae Control

UNQUESTIONABLY, the presence of aquatic weeds, water scum and algae in a lake, pond or stream, which forms part of a camp mars the natural beauty of the setting and cuts down on its usefulness. Water bodies infested with algae and water weeds, can be restored to their former clearness by the proper use of chemicals devised for this purpose.

### Aquatic Weeds

Aquatic weeds are divided into three categories:

1. The submerged weed (those never growing above the surface of the water.)
2. Floating flora (those found floating throughout water body.)
3. The emergent weed (those found growing in the soil but emerging above the water line, i.e., lily pads, lotus plants, etc.)

The best time to inject chemicals into water body is usually in the latter part of April and during the months of May and June. This is prior to the opening of the season for camps and immediately before the lake is put to any use for boating, swimming and fishing. If a lake or stream is used mainly for fishing, fall of the year would be advisable. Bodies of water, thus treated, will be ready for use within a 48 to 72 hour period.

The action of some chemical compounds on the water body is

not only to remove obnoxious plants, but actually to sterilize the soil at the bottom of the lake, stream or pond for a period of three to 10 years, depending on the soil. Where there is a regrowth, this is spotty and can be readily controlled.

In the case of aquatic weeds covering a large area of the water body, any part may be treated.

An algacide can be applied by means of a hand booster spray, three to five gallon capacity, to treat bodies of water comprising five to 10 acres. Where the acreage of the water body to be treated is extensive, a gasoline operated sprayer, having a boom with outlets, is advisable, or a shore rig with pump and tank storage can be utilized. This is more or less dependent on the type of weeds to be treated. In the case of algae, larvae, scum, emergent weeds (such as lily pads, etc.) or floating flora, spraying about the water line in a shore rig is more practical. Submerged weeds however, should be sprayed approximately six inches below the water line.

### Algae

A great deal of algae, water scum and insect larvae grow and multiply in the sluggish inlets that feed main bodies of water. Chemicals should be injected in greater proportions at these points. These minute plants (bacteria) present a menace to the health of persons

using this water for swimming or drinking purposes and comprise fertile areas for insect larvae. Unpleasant, rank odors emanate from these points.

Algae manifest themselves in various forms, i.e.:

1. Green algae—which forms a green scum on the surface of the water.
2. Green needle algae—appears like fine strands of hair.
3. Brown algae—which permeate the water body turning the water brown and resembling a brown silt or mud.

In cases where aquatic weeds and algae have been treated, leeches which infest the waters are materially reduced and presence of flies, mosquitoes and insects appreciably lessened by action of the chemicals upon the waters.

It is advisable when treating ponds or very tiny lakes to rake decayed vegetable matter treated with chemicals from the water-body since nitrogeous waste matter (decayed vegetation) absorbs oxygen from the water and, if the pond or lake is not freshly fed, fish mortality may result.

In large lakes and streams fed by brooks, springs and rainwater etc., this may not be necessary.

When water bodies are treated during swimming, boating and fishing seasons, a 24-hour period should be allowed before these activities are resumed.

**I**N THE SUMMER, do you wail, "Oh, another day gummed up with photographers!"

And in the winter, do you bewail, as you plan your camp catalog, "Oh, why do our photographs come out like this? These pictures just do not show our camp as we know it is. Such pictures simply do not have a chance to help us recruit new campers."

Too many camps actually do suffer because their photographs lack what it takes in pictures. Often, however, it is their own fault. How much time during the off-season do camp directors give to planning the right photographs to take the following summer?

what you seek to do to help him and your camp for another year in picture taking.

#### Make a List

When your appointment is set, write out a list, as if you never had a camp picture. List anew what your camp has to offer in definite "picturable" assets. Look over as many catalogs of schools, camps and businesses as you can find. Buy some photography magazines; go over them diligently.

Finally, see your photographer armed with your old pictures, lists of new ideas, cutouts of any pictures you have come across which you would like to emulate, and the

By Lillian Zarakov

staff for any oral or written suggestions about camp pictures.

Enlist the support of staff and campers by explaining ahead of time the whys of good pictures. Once again, you will be gladdened by the campers' ideas and helpfulness.

When the photographer arrives, take him into a room where the best pictures are laid out and where the poor pictures representing necessary subjects are displayed. Even though they are the same photographs which you went over together during the winter, it will be wise to refresh the photographer on your camp.

While you brief the photographer, campers and staff can be rehearsed on their dress and personal appearance, cabins put in apple-pie order, etc. The staff and campers will be in a happy, relaxed frame of mind because they are a part of something important for their camp, their friends, parents and themselves. Their expressions will show up in the pictures.

Remember, one counselor and one camper showing proper form, camp outfit, happily relaxed, will sell your camp. Loads of poorly conceived pictures of poorly groomed campers in a disorderly camp will prove just the reverse. A joshing remark at the right moment, with the concurrence of the photographer, will assure good expressions on those photographed.

Even when excellent plans are carried through, there may be disappointment in some of the pictures. When possible, a few hours of retakes in a morning or afternoon will catch the weak spots and turn them into strong points.

After one winter and summer of such a plan, wonderfully advantageous pictures will come forth without strain, worry, or disappointment to director, photographer, campers and parents. Your camp will have pictures that "sell!"

—Mrs. Zarakov is co-director of Camp Zakelo, Harrison, Maine.

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## Working With Your Camp Photographer

Here is a plan which may work wonders for you.

Assemble all your pictures taken over a period of years. Regardless of subject matter, sort out the pictures which you think have appeal. Now pick *good* pictures, showing campers and staff, and *necessary* pictures, depicting layout, cabins, activities, traditions.

Then go over these and discard the dark, dreary, off-focus, uninteresting (no matter how necessary) and the drab. Check your pictures with some friend in the advertising business . . . someone who knows how to sell . . . and ask his honest advice.

Then make a definite appointment with your photographer. Explain before your appointment

fresh suggestions of your advertising friend. Make a tentative written plan with your photographer. Plans can be changed, if necessary, but it will be found helpful to have a plan, even though it may be revised to some extent later on.

You will be happily surprised at the receptivity, and even delight of your photographer to be given the chance to help with some of his own ideas. He has had more than enough unhappiness, frustration and disappointments in his circuits!

#### Brief the Staff

In the summer, have a short staff meeting on the subject of pictures. You will find many staff members will show keen interest. Ask the



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## A Practical Camp Riding

**E**VERY CHILD DREAMS sometime of a magnificent horse he can ride and cherish for his own. Is it fair to deny him a small part of the realization of his dream by doing away with riding in summer camps?

Some camping people are concerned over the safety of horseback riding in camps. Riding safety depends on many factors, but it need not present such an insurmountable problem to the camp director, if he is willing to give a little time and intelligent thought to the selection of horses, staff, and riding facilities. With careful planning, the danger of accidents can be minimized and the riding program made much more profitable to both campers and directors.

It is not the purpose of most camps which offer riding to provide a "wild-west pioneering atmosphere." Riding is a sport not too strenuous to be enjoyed for many years in later life. Camp instruction is an important basis for later interest in riding, as with any other sport. There are many campers whose parents cannot afford expensive riding lessons during the winter. Summers are their only

opportunity to ride. At the camp age, most youngsters seem to develop a terrific love of horses and an eagerness to learn to ride. Doing away with riding at camps would deny them their chance to gain a sympathetic understanding of horses and a knowledge of an excellent recreational sport.

### Teach in the Ring

Some say that sending inexperienced riders out over miles of unsafe trails is dangerous. It is. But it is unnecessary, and instructors who take beginners out on the road, or directors who allow them to do so, are very foolish. Camps which must resort to nothing but trail rides have either been unfortunate in hiring an instructor or neglectful in providing adequate riding facilities.

A ring or small enclosed field is necessary in teaching riding, and campers should be kept inside its confines until they are skilled enough to handle horses by themselves on the trail.

A secure position and fundamental controls must be taught before the rider progresses any further. These can be developed

quickly in older children by an instructor in the ring. Younger children may never become sufficiently skilled to be trusted on the trails, but there are many games and types of drill work that will keep them happy and interested while they are learning in the ring. Trail rides can be reserved as a special treat for the more advanced riders.

### Trail Riding Precautions

Rides away from camp can be made less hazardous by observance of a few simple rules. Low branches and other obstructions can be removed from certain trails, and only these cleared paths used. If they are carefully marked, there should be no danger of using unsafe trails.

The leader may maintain order and minimize the danger of accidents still further by keeping his group at slow, even gaits, according to the ability of the least experienced rider, and enforcing such rules as insisting that riders remain in single file and do not ride up on the heels of the horse in front.

Selection of suitable horses does pose a problem for the camp direc-

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tor, as few camps find it feasible to purchase their own horses and face the dilemma of feeding them through the winter. There seem to be two choices open to the director who is renting horses. He can obtain them either from schools which have no use for their horses during the summer months and are glad to make the extra money by keeping them in use, or from dealers whose business is renting horses to camps.

School horses are apt to be of good quality, well trained, and therefore more expensive, but the fact that they have been used in

By Marion H. Lee

## Program

schools is a fairly accurate guarantee to their reliability.

Horsemen whose business it is to rent horses to camps are judged by the type of animals they supply, and if the horses were not satisfactory, they would not be in business for long. They usually guarantee to replace any horse that is not suitable. These horses are usually of placid temperament, perfectly suitable for beginners and trail rides, though lacking in challenge for more advanced riders.

Few horses, however, have much excess energy during the hot summer months. A child is just as likely to fall from an unavoidable stumble as he is from a bucking horse. An alert instructor can soon spot bad habits such as kicking or biting that a particular horse might have, and avert accidents by keeping this horse well separated from the others. By being watchful of horses' movements, it is almost always possible to see trouble brewing and prevent it by acting quickly.

This brings us to the question of the riding staff. I have mentioned before how much depends on the alert, experienced instructor. Any

director who is able to judge these qualities in hiring heads for the waterfront and other departments should be able to use this same judgement in choosing his riding staff. A director is no more likely to make mistakes in the hiring of one than the other.

In an average small camp with ten or fewer horses, two competent counselors are all that are necessary to take care of the teaching and safety supervising. If these two have a good knowledge of horses and teaching methods, and an ability to work with children, they should be able to handle any ring or trail work adequately. Another assistant might be helpful with mounting and leading the smallest children, but it is not necessary that the third person have the specialized knowledge of the other two.

Also, three people should be enough to handle the feeding, grooming and other details of stable management, thus eliminating the necessity of hiring stable help of sometimes questionable background.

### Recruiting Instructors

Where does a director look for these instructors? There are two groups who are usually available for summer employment: teachers and college students. In hiring someone who teaches riding in a school during the winter months, one is practically assured of his capability and experience. This makes a very satisfactory arrangement, particularly if the instructor brings his own horses.

The second category is college students who are interested in working with children. It is, however, vital to make sure the person given the job is someone who has had real experience in handling horses and a good method of teaching, and not just someone who likes riding and wants a vacation with pay.

Camp directors should become acquainted with the National Section of Girls' and Women's Sports, if they are not already. This organization rates riders according to a standardized method, and it is glad to recommend instructors for camps and schools. The theory and practical tests it sets up are stiff enough so that even a person with the

lowest rating (No. 3) is qualified to head a riding program in a small camp.

Junior ratings are given to those under 21. These are on a par with the senior ratings, but riders that young are not considered mature enough to handle a large riding department. If a director hires a rated instructor or anyone else recommended by the N.S.G.W.S., he knows he is getting someone with definite ability and thorough knowledge of a practical method of teaching.

Many camp directors fail to realize that riding instructors have a specialized knowledge, and that they must be ready to pay high enough salaries to get qualified people. A college girl who has studied archery for one semester and likes children may be qualified to teach archery and even do a good job. But riding is not as easy to learn. It requires many more years of experience to handle a horse than it does a bow and arrow.

Why do some camp directors shy away from the whole idea of a riding program? It is perhaps because they know less about it than any other sport they offer, and therefore they are leery of having to blindly trust someone else's judgment in such a large phase of camp life.

There is no reason why directors should spend the summer with their fingers crossed, hoping they have a capable instructor and docile horses. The art of riding need not be a mystery. If camp heads would take the trouble to learn some of the fundamentals of riding and stable management, they would be able to oversee the riding program and hire staff and horses as intelligently as they operate all other phases of their camps. By knowing the inside story on the horse business, they can better protect their own economic interests as well as the lives of their campers.

Any horseman knows that hours of patience and kindness are requisites in curing a problem horse. A little extra time spent in the riding ring will help the camp director cure his horse problem in the same way.

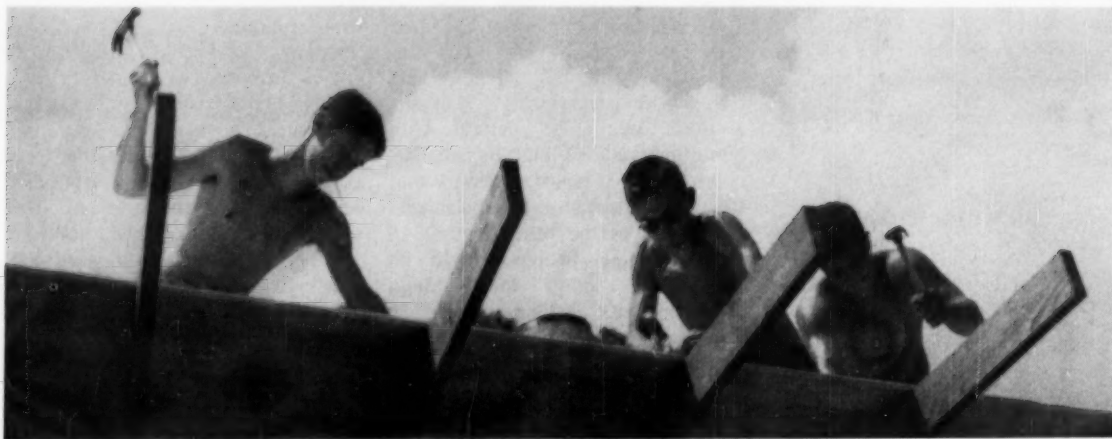
—Miss Lee has been riding instructor at a number of camps.

# Construction

as a

# Camp Activity

By Harold Loren



photo—Bucks Work Camps

**H**AVE YOU CONSIDERED construction as an activity? "What is it?" What is involved? "What will it cost?" These, and similar questions are being asked by camp directors as they consider construction and other work activities as parts of their program.

The types of construction projects being pursued are generally limited only by the interests and abilities of the campers. One camp has had its activity centered around the repair and reconditioning of historical buildings. Campers braced a weakened structure, replaced rotted members, erected scaffolding and applied a fresh coat of paint as a preservative.

Another camp had a group design and build an outdoor stage in a natural amphitheater. They also constructed two dressing rooms in the wings and installed a fairly professional lighting system. Another crew, at this same camp, busied itself for several weeks with a new and improved float for the swimming area. Old oil drums were utilized and an elaborate launching ceremony sent it off with a splash.

Construction projects have ranged all the way from relatively simple tasks like clearing a ball field to complex projects such as a six-room infirmary building. Camps seeking to introduce construction must examine their set-up to determine how the new activity will fit into the overall picture. Organization of the activity will vary, depending upon the general form of the camp's program. Types of projects undertaken in a decentralized setting will, of necessity, have to be limited in scope and relatively small. Centralized facilities and programming lend themselves to a much greater utilization of construction activities.

To successfully integrate construction into the camp program, the director ought to be cognizant of several guiding principles:

1. The project must have meaning for the group.
2. The activity should be organized on a voluntary basis.
3. Campers ought to be involved, in some measure, with the planning.
4. Professional leadership must

be provided to make it work successfully and continually.

5. The youngsters should receive commendation and appreciation from their peers, counselors, and parents.

Successful practice utilizes the fresh approach, ambition, and energy of youngsters in the initial stages of planning. Campers thus feel that they are an important part of the whole. This early planning might be accomplished in the city or during the first days at camp through committee action.

At Bucks Rock Work Camp, it is the practice for a construction counselor to suggest three or four worthwhile projects and then guide the group while they discuss the possibilities. After discussion, the campers invariably wind up with intelligent, logical conclusions and decisions. One is constantly surprised at the level of maturity and soberness of adolescents when skillfully directed and given the opportunity to solve problems for themselves through the give-and-take of open forum.

Work activity is an excellent at-  
Camping Magazine, March, 1957



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traction for older boys and girls; perhaps an answer to the older camper recruitment problem. Adolescents are presented with a unique opportunity to "do," to "be-a-part-of," to experience accomplishment, and to try their hands at something "different." While this type of activity is ideally suited to teenagers, children 10 years of age have successfully participated in work programs.

A construction crew might well

interdependence and cooperation pertain here to a very high level; perhaps even more than in various other character-building camp pursuits. Education values exist in great measure in work activity of this nature. Not only do campers get specific insights, skills, appreciations, abilities, and social experience, but they are afforded an opportunity for the self-satisfaction, elation, and joy of being able to say, "Look dad, I helped make it."

### **"Education values exist in great measure**

### **in work activity of this nature."**

be composed of both sexes, making for an excellent co-educational experience. Then too, large construction projects serve as an ideal vehicle for year-to-year continuity of experience. The youngsters are afforded an opportunity to visualize and contribute to long range plans. A project conceived as a two or three year problem is almost self-motivated the following year.

#### **Competent Leadership a "Must"**

Upon the personnel chosen to lead any construction activity will usually fall the responsibility for the success or failure of the enterprise. Competent leaders will most readily be found among the ranks of industrial-arts or vocational-education teachers in schools. They are uniquely prepared to work with and lead children in an activity so closely allied to their specialization. A construction program calls for ability in the coordination of various trades, scheduling flow of materials, supervising and training campers in the operation of intricate machines and equipment, ability to project and motivate towards the final finished product, and the knack of having youngsters feel that they are the ones who are planning, designing, and building.

By its very nature this type of activity is social in character since

Campers' attitudes toward workers, mechanics, and engineers and their role in our society, undergo profound change as a direct consequence of this kind of experience.

#### **Growth, not Exploitation**

There will be those staff members and parents who will, at first, see a work activity merely as exploitation by the camp for its own ends and at the expense of the camper. For these people, a brief exposition of the research done in cooperative school-and-industry education, on-the-job training, and work-experience in the school curriculum ought to stimulate some thought.

It should be easy adequately to counter this almost ingrown fear that someone will be getting something for nothing. One can point out the integration of all the areas of activity and the varied group of campers working toward the fulfillment of a common goal. One can show how cooperative effort makes practice of democracy at the working level a "must." Teachers know that healthy attitudes and appreciations toward creative effort and work flourish in this milieu. Learning motivated in this manner can never be matched in a classroom dealing with abstracts. Here logic, reasoning, skills

and subject matter become real and tangible. Nothing will help so much, though, as a talk with any youngster that has undergone this "exploitation."

Camp directors, seeking to avoid even the question of "exploitation," might look to the community as a source for worthwhile construction projects. (Play areas for local children, refurbishing the village, sprucing up community property, tending village fauna, etc.) Even then, there will be those parents who will need slow and patient exposure to this kind of camp philosophy.

#### **Equipment Needed**

Initial equipment for any construction program will, in all probability already be in camp. As a starter, the wood shop and the garden rack ought to provide the essentials. More elaborate programs might utilize a separate store and tool room; perhaps even a C.I.T. tool room attendant. The all-out program conducted at one camp boasts a power-operated concrete mixer, portable electric tools, a pickup truck, 1½ ton truck, and a complete shop, tool and supply room. The indoor facilities are for rainy day construction of furniture and such projects that are best tackled in a shop.

The cost to the camp of such a program is practically self-liquidating. With proper leadership, construction can not only pay its own way, but can accrue returns not always measurable in dollars and cents. What cannot be totalled is the recognition and satisfaction that accumulates to the campers. These nebulous "payments" can be promoted with name-bearing plaques attached to the project, public acclaim at campfires or other suitable occasions, camp newspaper accounts, letters to parents, ceremonies, etc.

Construction, as a camp activity, is just coming into its own. A work program is one of the answers for the director reevaluating his camp's philosophy, and seeking aims and objectives consonant with current educational and psychological thought.

—Mr. Loren is director of Lincoln Farm Work Camp, Roscoe, N. Y.

Camping Magazine, March, 1957



## using filmstrips for

# CAMP PROMOTION

**T**HE CHINESE PROVERB, "One picture is worth a thousand words," may have lead Miss Eddie Jo Connell, working on her Master's degree at the University of Texas, to the subject of her thesis, "The Production and Use of Filmstrips by Camp Counselors."

Miss Connell was on the staff of a camp several summers, first as a counselor, then in an administrative capacity as Junior Director. Her principal hobby is photography. These interests motivated and fully equipped her to write the thesis.

The main contentions of the work are: (1) While vast numbers of filmstrips are used in business, industry, churches, clubs, schools, etc., there are few available in the field of camping. (2) Filmstrips would be invaluable in recruiting and training staff, during staff orientation, and in preparing campers in advance for certain program experiences. (3) Filmstrips can be "homemade," so to speak, thus tailored to fit a unique situation and serve the needs of a particular camp.

To prove her point about homemade filmstrips, the thesis writer produced a 41 frame, black-and-white, single-frame filmstrip entitled, "The Story of a Cook-out." The pictures show the motivation, advance preparation for, and actual execution of a cabin cook-out. They are based on the author's own experiences with cabin cook-outs.

Importance of good planning before photographing is emphasized, yet a filmstrip can be made without all the elaborate details employed by a commercial filmstrip producer.

By splicing together a series of good, related 35mm. negatives and printing them, or having them printed commercially, on a positive film, a fairly effective single-frame

filmstrip can be obtained. This method is especially simple if a frame is deliberately skipped between each exposed negative to allow more room for splicing the best ones.

### Production Steps

Production steps listed for a fully professional filmstrip include:

*Preliminary Planning.* The filmstrip is in the "idea" stage, once a need is felt. A general purpose comes forth. The story is outlined. A setting is chosen for the photography, if it is to be photographic.

*Selecting Equipment.* Presumably, this may be already owned. A 35 mm. camera with a good lens should be chosen to make the final negatives. If these are to be re-photographs of enlargements of original pictures, a 120 or 620 camera will give better enlargements. Adequate lighting equipment will be needed for re-photographing.

*Production Board.* This consists of a system of filing cards arranged in sequence on a bulletin board. Each card contains complete information about one frame in the strip, including a simple sketch of the proposed picture, showing whether it would be a close-up, a medium, or a long shot. There would also be suggested copy for each frame to go in an accompanying printed text or tape recording.

The card file description of the frames in proper order can be studied and corrected for continuity and coherence, for variety and interest, and for accomplishment of purpose.

*Taking the Pictures.* It is not necessary to do the original photography in the proper order. Similar subjects can be photographed together, since the frame order will be established in the next step.

*The Lay-Out.* This is the "copy to be photographed" arranged in

a definite sequence. It includes enlargements of the best original pictures, title frames, and printed captions. All of these must be made to correct proportions for a single-frame or double-frame filmstrip and mounted on stiff poster boards.

At this stage photographs are improved by re-touching. Focus can be sharpened. Undesirable backgrounds can be brushed out. Good contrast and variety can be obtained by cutting around some figures and mounting them on plain backgrounds.

*Copying Frame Cards.* This is done with the 35 mm. camera in the proper sequence and under correct lighting conditions.

*Processing the Master Negative.* Follow manufacturer's instructions for the film and developing materials used.

*Printing the Master Negative.* The negative is printed on fine grain positive film. There are two types of printing boxes, both operating on the principle of a contact print box. One printer exposes one negative at a time to the positive film. The other exposes the entire strip at once. There is an advantage in the first type, if it is necessary to compensate for varying densities in negatives.

If no filmstrip printer is available, the master negative can be printed commercially at a small cost.

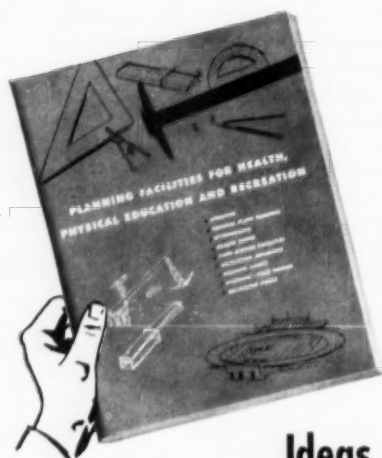
*Processing the Positive.* Follow manufacturer's instructions.

Camp directors or counselors who contemplate undertaking one or more filmstrips on the local scene might well arrange to read Miss Connell's thesis, and also study a copy of "Simplified Filmstrip Production," by Harry L. Edwards, published by Ohio State University Press in 1952.

—Miss Easley is assistant director of Camp Waldemar, Hunt, Texas.

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**By Herbert B. Brill**

**O**URS IS A privately operated girls' camp. For 31 of our 32 years we did not have a Negro counselor on our staff.

Last summer we had our first Negro staff member. About three years ago, we began to notice that Negro girls were interested in staff positions in camps such as ours and last year we received the first application from a Negro girl whom we believed could be a successful counselor at our camp.

Her objective in joining our staff was to teach dance in a camp situation. Her purpose was not to pioneer inter-racial relations but to be a camp counselor. She did not expect to encounter difficulty at camp by reason of her color. It was this basic approach which to us was essential.

In our opinion this girl had the qualifications of an excellent staff member. She had a real interest in children and good experience with them, combined with a fine personal appearance, natural dignity and a warmth of manner. She had studied and performed with some of the outstanding people in the modern dance field. Both her mother and father were educators and teaching was to be her profession.

### **Complete Acceptance**

We were taking a first step in a new direction and we had no idea how campers and staff would react. Within three days after our arrival in camp we completely forgot that our dance counselor was Negro. She had an immediate acceptance and there were no problems.

As a cabin counselor (all of our staff have cabin duty,) the children adored her. The reaction was that

she was "Oh so pretty." We had her both with eight year olds and 14 year olds, the cabin change being necessitated by personnel adjustments elsewhere. She was equally successful with both age groups.

She was likewise equally successful with all age groups as a dance counselor. She was an exciting performer and a genuinely good artist. This aroused in the children a desire to learn and to emulate. Her teaching was excellent and her personal relations with the children were such that we had a superior dance program.

As far as the rest of the staff was concerned, she found a ready companionship and no race problems, even though some of our staff came from Kentucky, Maryland and Oklahoma.

As concerns social life with staff of a nearby boys camp, she was a popular and welcome member of all staff inter-camp gatherings and parties, because by reason of her personality she made a social contribution to any group of which she was a member. She did not individually "date" any of the boys camp staff; this was a pattern of her own choice.

In engaging our first Negro staff member, our sole motivation was to add a first-rate dance and cabin counselor to the staff. We found, however, that the presence of a Negro on our counselor staff added to its stature by demonstrating to both campers and staff that it is the real values in people which count, not race, color or creed.

—Mr. Brill is director of Camp Kinni-Kinnic, Poultney, Vt.

Camping Magazine, March, 1957



# menus

## Meal suggestions for a week out-of-camp trip

	BREAKFAST	LUNCH	DINNER
<b>Sunday</b>	At Camp	*Milk *Pea Soup Jelly Sandwiches	Iced Tea Baked Beans Fresh Fruit Salad *Butterscotch Pudding
<b>Monday</b>	*Orange Juice *Hot Chocolate Bacon and Eggs Toast	*Beverage Base, Grape *Navy Bean Soup Hard Boiled Eggs	*Milk *Spaghetti Dinner (Canned Hamburgers and Tomato Puree can be added) Cabbage Slaw *Chocolate Pudding
<b>Tuesday</b>	Apricots (Dried) *Hot Chocolate *Pancakes *Maple Syrup	*Beverage Base, Raspberry *Chicken Gumbo Dinner Cheese Sandwiches	*Hot Chocolate *Mashed Potatoes *Brown Gravy Canned Ham Carrots, Raw *Gingerbread Cake
<b>Wednesday</b>	Vegetable Juice *Hot Chocolate French Toast *French Toast Mix Batter *Maple Syrup Bacon	*Milk *Beef Vegetable Soup Jelly and Peanut Butter Sandwiches	Iced Tea *Chicken Gumbo Dinner Boneless Chicken (canned) (can be added to above) *Biscuits *Chocolate Pudding
<b>Thursday</b>	*Orange Juice *Hot Chocolate *Breakfast Cereal Toast	*Beverage Base, Cherry Welsh Rarebit *Cold Biscuits Crackers	*Milk *Chile Con Carne Meat for above *Spice Cake
<b>Friday</b>	Prunes (dried) *Hot Chocolate *Pancakes *Maple Syrup	*Beverage Base, Grape *Chicken Noodle Soup Crackers Cheese	*Hot Chocolate *Vegetable Rice Dinner *Corn Muffins Honey *Butterscotch Pudding
<b>Saturday</b>	Vegetable Juice *Hot Chocolate French Toast *French Toast Mix Batter Bacon	*Milk *Green Pea Soup *Corn Muffins Jelly	At Camp

—Items starred are available from suppliers in dry, packet, canned and mix form. From time to time Camping Magazine will run additional menus for a week. It is suggested that directors will find it helpful to save these menus for planning next season's meals. Camp directors are also invited to send in the menus they have used and found popular so they may be included in this feature.

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## trailers for staff housing

HERE'S AN IDEA that may help you in your camp housing problems. Sam Skolnick, director of Camp Tamarack, Detroit's Fresh Air Society Camp, writes of his experiences last season.

I came to Detroit in March, and it was too late to consider building any kind of lodging for my family. The camp did not have adequate housing for a family such as mine. With two children, ages four and two, we desired at least two bedrooms, a kitchen, private bath with toilet facilities and a living room area.

All of this, plus ample storage space was available in the 35 ft. trailer the camp purchased. Quite frankly, I have my doubts if any camp could provide a more comfortable, attractive living unit at a cost comparable to the trailer's.

My wife found the trailer easy to keep clean and orderly and it provided privacy in my few off hours in camp. Basically, we had a very happy experience.

For the summer of 1957, we are definitely planning to use the trailer again, plus another. We will house the doctor and his family in one and use the other for either a married couple and one single person or else three single staff members.

Trailers are attractive—it is even possible to obtain them with log-like siding—comfortable and, most important of all, comparatively inexpensive to purchase, install, and maintain.

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Camping Magazine, March, 1957

# ACA NEWS

## Region I Convention Held in Boston; Officers Named in New England



*New officers of New England Association are, left to right; Oscar Elwell, treasurer; Arthur Hayden, ass't. treasurer; Mrs. A. Cooper*

*Ballentine, secretary; Jerald Newton, president; and Waldo Stone, vice-president. Photo was taken at recent Region II convention.*

American Camping Association's Region I Convention was held in Boston February 8 and 9. In addition to the keynote speech by Dr. Charles C. Noble at the first general session of the meeting, a general session on the work of the national ACA was held. ACA president Ted Cavins; Stanley Michaels, standards chairman; Sidney Geal, standards secretary; and Hugh Ransom, executive director; were among national officials participating.

Dr. W. Linwood Chase, Dean of the School of Education, Boston University, spoke to the third general session on "Camping, a Productive Summer."

Among seminars scheduled at the convention were: Camp Visitors Training, led by Mrs. Carol Hulbert; CIT Workshop, led by Miss M. E. Durfee; Food Services, led by Mrs. C. O. Greene; and Personnel, led by Bradford Bentley.

Other outstanding program features at the Region I convention were a series of kindred group meetings, the NECA Campfire, camper assemblies, and a fine group of exhibits by camp suppliers.

**Camping Magazine, March, 1957**

### Conventions Ahead— Check Your Calendar

There is still time for you to attend one or more ACA Regional Conventions. Look over the dates listed below and make your plans now. Each convention will be packed full with helpful, informative sessions such as those described on these news pages.

#### Region II

March 21-23, Penn Sheraton Hotel, Pittsburgh Pa.

#### Region IV

March 13-16, Methodist Youth Camp, Leesburg, Fla.

#### Region V

March 6-9, Jefferson Hotel, St. Louis, Mo.

#### Region VI

April 4-6, Association Camp, Estes Park, Colo.

## Ohio Sections Hosts of Region III; Officers Elected at Convention



*Overall view of the Region III banquet. Seated at the head table are, left to right; Ruth Shollenbarger, Dane Westcott, Howard Galloway, editor of Camping Magazine, Stanley Michaels, Betty Kir-*

*lin, Gerard Harrison, Reynold Carlson, Edward Rydman, Fred Rogers, Rev. Rudy Thomas, Edward Dodd, Douglas Salisbury, Eleanor Morrison, and Sidney Geal, ACA Standards executive.*

American Camping Association's Region III, made up of Sections from Ohio, Kentucky, Indiana and Michigan, held its convention in

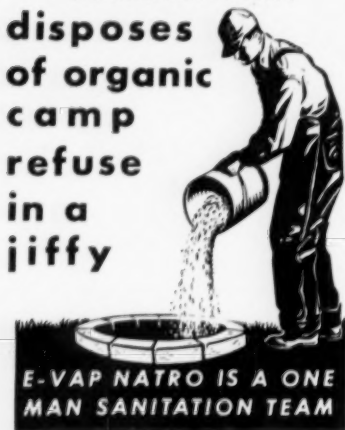
Columbus, Ohio, Jan. 31 to Feb. 2. The Central Ohio and Ohio Valley Sections served as co-hosts.

Ellsworth Jaeger, noted author,

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## ACA NEWS

naturalist, and lecturer, gave the keynote address at the opening general session. His topic was "Camping: Today's Challenge to Adventure." Other outstanding speakers at the meeting's general sessions included: Larry Eisenberg, author of several camp program books; Dr. William M. Lordi, assistant director, Children's Mental Health Center, Columbus; and Brigadier Paul S. Kaiser, Salvation Army, on "Fanning the Spark Into a Flame of Peace in the Circle of the Campfire."

Among many interesting group sessions were those on food and food service, waterfront, campcraft and woodlore, family camping, hosteling, site evaluation, and insurance and legislation.

Other special program features included a workshop for counselors, reports from national ACA officers, a session on "Interpreting Nature" that included a field trip, and many exhibits by camp suppliers.

### Region III Officers Elected

New officers for Region III were elected during the Columbus Convention. They are as follows: Chairman, James F. Whyte, assistant general secretary, Cleveland YMCA, and a member of the Lake Erie Section; Vice-chairman, Douglas Salisbury, private camp director and president of the Michigan Section; Secretary-treasurer, Betty Kirlin, Kentucky Society for Crippled Children and president of the Kentucky Section; and Nominating Committee Chairman, Bob Tully, Indiana University and a member of the Indiana Section.

### ACA Members Elect National Officers

ACA members have elected two national officers. Elizabeth Spear was named vice-president representing agency camps and Marjorie Leonard was elected secretary. Mrs. Spear is director of the Department of Camping, Camp Fire Girls, Inc., New York City. Miss Leonard is Associate Professor in the Department of Physical Education, Uni-

versity of North Carolina, and assistant director of Camp Illahee, Brevard, N. C. Mrs. Spear and Miss



*Elizabeth Spear*



*Marjorie Leonard*

Leonard will be sworn into office at the ACA Region II Convention, March 21-23.

### Report on ACA Plan for Campcraft Certification

"Hey! What's that patch?" "That? It's my Camperafter rating—means I've taken a course and been certified in beginning campcraft skills. My camp director sent me to an ACA course to get it. Next year, I hope to get the Advanced Camperafter!"

This conversation may well take place in a number of camps this summer, for this year, for the first time, Section-sponsored courses will be using the new ACA Campcraft Certification Plan for training counselors in campcraft skills and leadership. The National Leadership Committee recently released materials describing the plan and its availability to ACA Sections.

The plan presents two degrees of  
**Camping Magazine, March, 1957**



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## ACA NEWS

campcraft tests for camp counselors. Training and testing for the two ratings, Campcrafter and Advanced Campcrafter, are given by accredited instructors, who are nominated by Sections, and certified by the national organization. The areas in the tests cover firecraft, food, toolcraft, ropecraft, trips, gear and shelter, maps and compass, health and safety, nature and conservation and leadership. The Campcrafter rating includes skills and knowledge leading up to a day's trip. The Advanced Campcrafter rating covers skills and knowledge leading up to a camping trip of overnight or longer. Participation in the training is open to anyone 18 years of age or older. Patches and certificates will be available as recognition of the training and of the successful demonstration of the skills.

Section Leadership Committees have received material describing the plan, and the procedure through which instructors may be nominated. For 1957, the project is available only to Sections with active Leadership Committees which agree to sponsor one or more campcraft training projects, and to help evaluate and revise the plan so that it may be put to wider use in 1958 and subsequent years.

Instructors who are nominated must meet the following qualifications: expert in camping skills, experienced in teaching campcraft to counselors or other leaders, willing to work with the section on a project, willing to operate within the ACA plan framework, active member of ACA, and 25 years of age or older.

The plan was tried out in 1956, with a one-week course given at Bradford Woods, Ind. Gunnar Peterson of Chicago Section was director. This group helped in evaluation, and pioneered in the best sense in testing the plan and the ratings.

The seven Regional Conventions have provided opportunities for members of Section committees to meet with members of the National Leadership Committee and with

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## ACA NEWS

staff to get acquainted with the project, and to talk over plans for implementing it in Sections.

—Catherine T. Hammett

### Program Workshop Planned by ACA

The third annual workshop on interpretative programs will be held at Bradford Woods April 5 through April 7. The 1957 emphasis will be on nature trails and trailside displays. Walter Tucker is serving as chairman of the planning committee and Reynold Carlson as secretary.

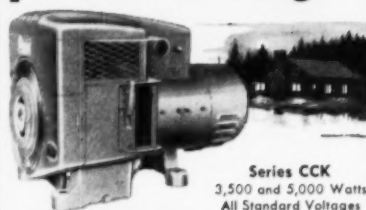
### Staff Placement Service Offered to Camps

The University of Michigan Summer Placement Service has notified CAMPING MAGAZINE that it is eager to be of service to camp directors in finding staff. The service conducts weekly summer placement meetings for University of Michigan students. Camp directors are invited to attend these meetings and talk to students. Directors are also invited to contact the service by mail, describing staff needs and requirements. For more information on this service, contact Mr. Ward Peterson, Bureau of Appointments, 3528 Administration Bldg., Univ. of Michigan, Ann Arbor.

### Insurance Firm Lists Additional Coverage

Insurance plans, containing provision for expense reimbursement to the insured camper should local public health authorities order preventive medicines due to an epidemic, are now being offered by Continental Casualty Co. The company's "Epidemic Protection" plan will cover preventive treatment for polio, tick-carried infections, scarlet fever, typhoid, diphtheria, mumps, etc. For additional information on this new plan and other camp-tailored insurance, contact Continental Casualty Co., 310 S. Michigan Ave., Chicago 4, Ill.

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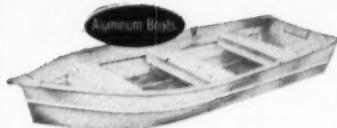
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## ACA NEWS

### American Camp Week Plans Suggested

American Camp Week, held in 1957 on May 1 to 8, is designed to focus public attention on the great benefits which good camping experiences provide for today's children—tomorrow's citizens.

Marjorie Cooper, chairman of ACA's National Public Relations Committee, suggests that ACA Sections follow the theme of "Better Camping for All"—theme of the ACA. It is suggested that this theme be used in local exhibits and publicity.

The national committee will send each Section Public Relations Chairman material for radio station breaks and spot announcements.

There will be no special national poster for the 1957 observance of Camp Week. It is suggested that individual Sections plan to have posters made, perhaps by campers or through a school poster contest.

It is also suggested that older campers be secured as speakers at service club luncheons during the week of May 1 to 8.

Other means of obtaining publicity for Camp Week which may be of interest to Sections include:

Contacting department and sporting goods stores to arrange for special store windows during camp week. Displays can include camp outfits, sports equipment, etc.

Working with local libraries to arrange special displays on camping. These can include pictures of camps in the area, books on camping, camp brochures, etc.

Requesting proclamations from mayors and governors to use in publicity for Camp Week. Most officials are glad to cooperate and will issue an official proclamation. These can be used in newspaper stories and radio announcements.

Arranging to show camping movies before local groups, made with the cooperation of school officials, civic groups, etc. Many Section members have excellent films taken during past seasons. A selection of these, plus general films on camping subjects, will

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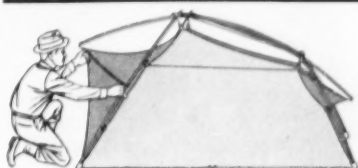
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## ACA NEWS

make up a program of interest to parents, campers, and the general public.

### Sections Report on Current Activities

#### REGION II

Maryland Section met on Feb. 20 in Baltimore. The evening's program, "Indian Lore and Its Place in Camping," was presented by Doug Eldredge and the Red Shield Indian Dancers.

The Section is planning a Counselor Training Weekend to be held at Camp Letts on April 26-28.

New Jersey Section held a successful, all-day workshop on Feb. 9 at Newark. The sessions began with a panel of parents and counselors, discussing what they feel camps should offer children. Earl Armstrong, section president, served as panel moderator. Small group sessions included: Music in Camp, CIT Training, School Camping, Rainy Day Program, Publicity, and Crafts Using Native Materials. Sessions were repeated in the afternoon.

Dr. Herman Stuart, of the Psychology Dept., Upsala College, spoke to the entire group on "Camping is Teamwork." Dr. Stuart outlined how role playing may be used in camp counseling.

New York Section's February meeting for all members was held on Feb. 25 at the Herald Tribune Auditorium. Stanley J. Michaels, chairman of the national ACA Standards Committee, spoke to the group on "The Forward Look of Standards."

#### REGION III

Lake Erie Section devoted its Feb. 12 meeting to a discussion of safety features and instruction factors to be considered in choosing a swimming pool. Some of the Section members presented facts, figures, pros and cons regarding their own pools. Al Hardy, Safety Service Director for the American Red Cross, spoke to the meeting.

Kentucky Section will sponsor the Region III 1959 convention,

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## ACA NEWS

which will be held in Louisville, date to be announced later. Co-sponsoring the convention with Kentucky will be the Indiana Section.

### REGION V

Chicago Section held a special meeting for all day camp personnel in the Chicago area on Jan. 29. Subjects discussed included "The Licensing of Day Camps in the Future," and "Applying the National Day Camp Standards to Chicago Day Camps."

Bernard Shiffman, executive secretary of the Division on Education and Recreation, Welfare Council of Metropolitan Chicago, spoke to the Section at its regular monthly meeting on Feb. 4. His topic was "Camping—A Part of Community Service."

Minnesota Section met on Feb. 4 to hear Rev. Edward Schlingman, chairman of the Camping Committee for the National Council of Churches, talk on "How About Church Camping?"

The Minnesota Section is planning a day camp workshop on March 26. Topics of the meeting will be "Nature in Camp" and "Building Good Staff Regulations."

### REGION VI

Texas Section heard Dr. Lloyd B. Sharp, executive director of Outdoor Education Association, speak on Feb. 14 at Southern Methodist University. Dr. Sharp also conducted an all-day seminar at the University on "The Educational Aspects of Camping" co-sponsored by the University and the Texas Section.

### REGION VII

Oregon Section's January meeting included a panel discussion on Administrative problems—improvement and increasing use of facilities, how to start new camps and staff. Members of the Section participated in the panel and round-table discussions that followed. Margaret Milliken, president of the Pacific Coast Camping Federation paid her official visit to the Section at this meeting.

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### If You Move . . .

The Postoffice Department does not forward copies of magazines which can not be delivered because of the addresses. This results each month in some readers of *CAMPING MAGAZINE* missing one or more issues, since it is impossible for either ACA or the publishers to stock many back issues.

If you are planning to move, please send both old and new addresses at least one month before you do so. ACA members should contact ACA, Bradford Woods, Martinsville, Ind. Non-member subscribers should contact *CAMPING MAGAZINE*, 120 W. 7th St., Plainfield, N. J.

## your questions

### What Size Deep Freeze?

**Q.** We would like to find out what the ACA recommends for the size of a deep freeze in a camp the size of ours. We serve approximately 100 persons at a time, including staff. Our camp is operated for eight weeks each summer.

**A.** While ACA does not make specific recommendations in the field of your inquiry, we have referred this question to a widely known camp consultant and planner who states:

There is no pat answer to this freezer question in a camp. The exact size a camp would need depends upon several factors, such as the distance of the camp from local markets, kinds of frozen foods regularly served, and the available space for a freezer in the dining hall.

For most camps I would say that one of about 20 cubic feet would do the job very well. The actual choice, however, should be based on observation and experience.

I have been using a rule of thumb in planning refrigerators for camp dining halls of one cubic foot per camper. This has worked out pretty well for me.

### Tent Caterpillars and Flies

**Q.** We have been considerably troubled with tent caterpillars, and also with large flies which seem to appear about the same time. Can you offer suggestions for control or elimination of both these pests?

**A.** The consultant to whom *CAMPING MAGAZINE* referred this inquiry advises:

We recommend spraying with DDT for the control of the forest tent caterpillars. This can be done by airplane application of DDT at the rate of 1 lb. of DDT per acre, or by the use of ground equipment — either hydraulic sprayers or mist blowers. If hydraulic sprayers are used, it is all right to apply the 50% wettable powder at the rate of about 3 lbs. per hundred gallons of water. It is better to use either the emulsion concentrate or an oil

**Camping Magazine, March, 1957**

## answered

solution in the mist blowers, which handle a more concentrated material easily.

If protection of camp sites is to be most effective in an area of heavy infestation, it is necessary to spray a barrier of from 200 to 400 ft. beyond the point which is to be protected. Spraying should be extended beyond the property line sometimes in order to prevent caterpillars from migrating in from nearby heavily infested woods.

We have had many requests for methods of controlling the parasitic flies that attack this caterpillar, and which can be quite a nuisance. We have not performed any experiments on the control of this species, but we have noticed that where DDT has been applied for caterpillar control there is some reduction in the number of flies. One of the conditions that makes it difficult to control this fly by local application of insecticides is the fact that it flies over long distances. It would be possible to get some killed around a camp site, for example, only to have others fly in from neighboring areas.

### Removing Oil Stains

**Q.** We have a building, formerly used as a garage, which we now wish to use for other purposes. However, there are large areas of oil stain on its cement floor. Can you suggest how we might remove these stains?

**A.** The following method has been found effective in removing old oil stains. First, scrub the surface with a hot solution of trisodium phosphate (three to four ounces per gallon of water.) If there is a dark film on the surface, use an abrasive powder with the solution.

Second, mix whiting with some of the hot trisodium phosphate solution to form a thick paste, and cover the stained area with the paste. Let it dry.

Third, scrape off the dried paste and rinse the floor with clear, hot water. If necessary, repeat the treatment.

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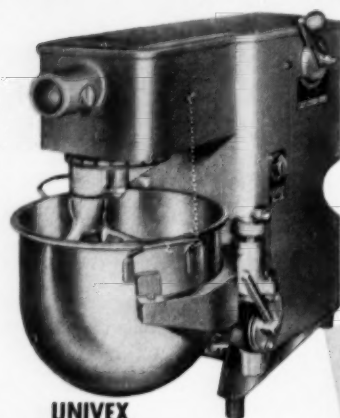
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## **Hot Water**

ONE OF THE most important maintenance problems faced by summer camps is that of assuring an ample supply of hot water at reasonable cost. Hot water is needed to help cook meals, to wash dishes, to launder clothes, and for camper and staff showers and lavatories.

The problem has been solved successfully by Camp Waltell. This 425-enrollment combination camp and family resort in the Pocono Mountains switched from "pot-belly" coal stoves to automatic gas water heaters, using LP gas.

Until three years ago, the camp used the coal stoves to heat water for its kitchen, lavatories, showers, and laundries. That meant trouble! When the kitchen was in full swing, there wasn't enough hot water for the showers. When everyone was "washing up," it was hard to wash the dishes. Buying coal cost a lot of money, too.

After consulting officials of Suburban Propane Gas Corp. and Ruud Manufacturing Co., Mrs. Ella Frankel, director of the camp, installed these seven automatic gas water heaters, with different types specified for different purposes:

1. One water heater, with 60-gallon aluminum alloy tank, for a dormitory unit housing 75 girls. This water heater, with an input of 125,000 BTU per hour, serves 10 showers, plus lavatories.
2. One water heater, with 65-gallon galvanized steel tank, for 100 boys in another dormitory section, with two showers and lavatories.
3. One volume storage gas water heater. From the same 72-gallon tank, this water heater supplies 180-degree sanitizing hot water for an automatic dishwasher and 140-degree general purpose hot water for eight sinks.
4. One multi-fin water heater, connected with a 320-gallon storage tank, supplies hot water for 60 to 80 persons in a separate unit. This

**Camping Magazine, March, 1957**



## For Camp

unit has 20 showers and three automatic clothes-washers.

5. One multi-fin water heater and a 300-gallon storage tank supply hot water for 16 units with 16 showers, and for the camp laundry with automatic clothes washers. These washers, for camp maintenance use only, are run continuously seven hours a day and six days a week.

6. One multi-fin water heater and a 150-gallon storage tank for 16 more units, with 16 showers.

7. One multi-fin water heater, with 100-gallon storage tank, to supply eight units with eight showers.

The Camp Waltell kitchen also uses LP gas for other modern appliances — two gas ranges, one doughnut fryer, one coffee urn, two bake ovens, one steam table, one toaster, and two French fryers.

Serving this rural installation are two 500-gallon LP gas storage tanks plus twenty 420-pound LP gas cylinders located around the 150-acre premises at various buildings.

### Cost of LP Heating

Does the switch to modern gas water heaters pay? Here are the comparison figures for Camp Waltell:

In 1952, the last year for the coal stoves, the combined cost of coal for water heating and gas for cooking came to \$714.

In 1955, the cost of gas for cooking and water heating totalled \$890.

During the same period, camp enrollment increased 25 per cent. The figures do not reckon with another saving—the abolition of the salary of the maintenance man for the coal stoves.

From May 3 to November 13, 1956, a total of \$990 was billed for use of the propane gas, including a three per cent state sales tax. This covered the use of 19,761 pounds of LP gas, making an average cost for this operation of five cents per pound.

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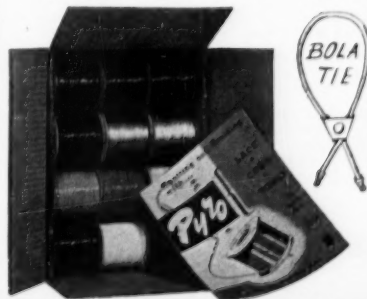
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**COUNSELORS**, male and female. Progressive, co-ed camp, upstate New York has openings for experienced, skilled people with specialties in tennis, waterfront, athletics, arts and crafts, music, folk and square dance, pioneering, construction. Also experienced group leaders and dietitian. Some accommodations for couples. Write or call Camp Gulliver, 151-15 85th Drive, Jamaica, N. Y. JA 6-1340. 3, 4

**UNIT LEADER, NURSE, COUNSELORS**, waterfront, cooks wanted for nine week Girl Scout Camp in Bucks County, 45 miles north of Philadelphia. Minimum age counselors, 18, unit leaders, 21. State age, experience, references, salary desired. Write Box 306, Doylestown, Pennsylvania. 3

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**UNIT LEADERS, GENERAL counselors** and specialists wanted for Jewish co-ed camp in Laurentians. Please apply Lake Pembina Camp, 4792 Victoria Ave., Montreal, Canada. 12, 1, 2, 3

**COUNSELORS: WAH-KON-DAH**. Mid-west co-ed private camp. Arts and crafts; riflery; archery; small craft; waterfront; skiing; general; cabin; registered nurse; dancing, modern & square. Seek male and female staff. Opportunities for advancement. Write Ben Kessler, Rocky Mount, Missouri. 12, 1, 2, 3, 4, 5

**HEAD COUNSELOR** wanted for Jewish Coed Camp in the Laurentians, Canada. Please state references and salary required. Write Box No. 538, Camping Magazine. 3

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**ARTS & CRAFTS, SWIMMING** and sports counselors for girls' Church Camp located in Connecticut at foothills of Berkshires. Write Box No. 537, Camping Magazine. 3

**COUNSELORS** for fine boys camp in Maine. Waterfront director about 30 or over. Leader for junior unit. Openings in most other activities. Couples considered. Write Box No. 535, Camping Magazine. 3

**COUNSELORS**: Canoeing, sailing, campcraft, tennis, golf, athletics. Elementary Ed. teachers for 7 to 9 year olds. Vermont Girls' Camp, Room 1605, 11 Broadway, New York 4, New York. 3

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**COUNSELORS**. Vermont Boys' Camp. Trips, Boxing, wrestling, general. Over 19. Write Box No. 539, Camping Magazine. 3

**GIRLS' CAMP** in Adirondacks wants mature, experienced counselor for Tennis, Landsports and Teenage leadership. Write Box 536, Camping Magazine. 3, 4

**COUNSELORS**. Coed, Florida Camp. Private. All specialties and cabin leaders. Give full details including salary expected. Write: Camp, 316 N.E. 14th Terrace, Miami, Florida. 3, 4, 5

**COUNSELORS**. Trip counselor with experience, arts and crafts, waterfront and light weight wrestler. College men with experience preferred. Write Box No. 510, Camping Magazine. 3

**NATURE COUNSELOR** for Maine boys' camp. Excellent facilities. Head and assistant required. Write Box No. 542, Camping Magazine. 3

**ASSISTANT CAMP DIRECTOR**. Male, college graduate. Nine weeks season — four, girls; four, boys. Camp Ro-Li, Bloomingdale, New Jersey. Other openings: nature and hiking, waterfront, arts and crafts Directors. Write, stating education and experience to: J. M. Cioffi, 123 Palisade Ave., Garfield, New Jersey. 3

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**PRIVATE CO-ED** Camp in Catskill Mountains. New York requires experienced cook, experienced male and female counselors, general, arts and crafts. Mrs. J. Depew, 18 Linden St., Great Neck, N. Y. 3

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## AFTER TAPS

*... the time when directors, leaders, and counselors recall the successes and failures of the day, plan to make tomorrow a better day, and think about the opportunities — seized and missed — of this wonderful thing called camping.*

## Education For Citizenship

By Raymond Sterling and Robert J. Delahanty

**M**OST people understand "Educational Experience" as a concept that involves training, instruction and practices in the learning process. Who can say that guiding — showing — directing — promoting — learning — imparting skills, knowledge and information are not a part of camping?

Consider the area of guidance that is gaining momentum in many camps today. In a nut shell, guidance is associated with child growth. It involves the sympathetic understanding of the child's interests, aptitudes and abilities together with a conscious effort to help each child make the most of himself. Guidance is not something you "do to a child" — it is a process whereby you build up in him the desire and power to do something for himself. The opportunity and responsibility for guidance by a camp counselor is as great as, if not greater than, that of a classroom or homeroom teacher.

Who would deny that, in the field of intangible outcomes, camps are as involved with loyalty, courtesy, cooperation, honesty, friendliness, initiative, responsibility and judgment, as are our schools? Today, camp administrators and parents recognize that conditions in camps are more nearly ideal for some of the educational processes than many schools or even homes. This is particularly true in the area of social adjustment. Camps can teach a group of boys and girls to live and work together under the guidance of mature counselors.

Camping today is charged with a serious responsibility — growth and development of each child's total personality. Each experience in a child's life helps to form the foundation stone in building of that total personality. Generally speaking, growing up means the development into the kind of person who can work and live in friendly and considerate fashion with others, mindful of an interdependent relationship necessary for

both economic and social success.

Camps have unlimited opportunities to provide experiences which foster growth in the right direction. The adroitness necessary for successful living cannot be promoted by preaching; it must be learned by living. Camps provide actual group living situations 24 hours a day. Directors with programs planned to give boys and girls opportunities to exercise the skills and develop the attitudes and understanding essential for successful democratic living are indispensable in our national program of good citizenship and education.

For some years camp directors have been increasingly aware of the necessity of training youngsters in the art of living. In an age when leisure time for all is bound to increase, parents are faced with the problem of providing interests for their boys and girls. Organized camping finds itself in a unique position to assist children develop hobbies and interests that will pay leisure-time dividends in the years ahead. Well conducted camps, which for some years have stressed educational value of camp experience and outdoor living, now, more than ever, tend to emphasize the need for actual training of youngsters to become proficient in one or more sports or activities which will provide them with many hours of future leisure time activities.

Take a quick look at our history during the first half of the 20th century. Transportation has seen many changes; communication has witnessed many radical improvements; schools have made many adjustments to meet the imperative needs of youth. Indeed, almost every phase of our lives has been modified in some way. Today it must be recognized that camping is a rich educational experience for our junior citizens.

—Robert Delahanty is director of Camp Monomoy, East Brewster, Mass., and Raymond Sterling is program director of the camp.



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